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# ENG 1001G-005: Composition & Language

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**ENG 1001G-005 Course Policy**  
**Composition and Language**  
12:00 p.m. MWF, 3130 Coleman Hall

Ms. Soha Youssef  
Office: 2120 Coleman Hall  
Office Hours: 11:00-12:00 MF or by appointment  
Email: [syoussef@ciu.edu](mailto:syoussef@ciu.edu)

### **Course Description**

Composition and Language is a course in the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources.

This course should help you develop or refine the reading and writing ability you will need for your work in majors across campus and for successful lives as professionals and citizens. In addition, this course will develop your rhetorical awareness of audience, content, and style. One main focus of this class is its process approach to writing which employs critical thinking, drafting, and revision.

### **Student Learning Objectives**

Students will:

- Write expository and persuasive papers throughout the semester (a minimum of 5,000 words) in which paragraphs, sentences, and word develop a central idea (writing, speaking, critical thinking)
- Write purposeful adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed and for the audience to whom it is directed (writing, speaking, critical thinking)
- Develop skills in critical reading and listening for understanding and evaluating culturally diverse course materials and for becoming more discerning readers (writing, critical thinking, citizenship)
- Develop research skills, including effective use of source materials and the principles of documentation (writing, critical thinking)
- Develop skills in revising their own writing by participating in peer review workshops and by revising one of their essays for possible inclusion into their electronic writing portfolio (writing, critical thinking)

Success in this course includes (1) finding your own creative ways to make topics and assignments personally interesting--especially if your first instinct is to label them "boring" or "too hard," (2) believing that you have something worthwhile to say, and (3) expressing it after you've thought, pondered, and explored beyond the surface.

### **Texts**

- Writing: A Guide for College and Beyond, ed. Lester Faigley (3<sup>rd</sup> edition)
- The Contemporary Reader (11<sup>th</sup> edition), ed. Gary Goshgarian

## Materials

Writing instruments, paper, paper clips, a good college dictionary, a computer, and other appropriate supplies

## Conferences

Periodically during the semester, classes will be cancelled and mandatory conferences will be held to discuss your writing. A missed conference will be counted as an absence.

## Course Requirements

Class consists of in-class writing activities, discussion of assigned reading, peer review sessions, small and large writing assignments, and informal presentations. You can count on pop quizzes. There is a participation grade and a writing process grade. Active and constructive class participation can make a positive impact on your overall grade.

## Your Instructor

If you are having any trouble with the material covered in this course, or if you simply want reassurance that you are on the right track, please do not hesitate to visit with me. Many times a short visit to go over a paper or to clarify a concept can save you time in the long run and improve your chances of success in this course. In addition to being in my office during posted hours, I can also make arrangements to meet at other times to better accommodate your schedule.

## Notes on Professionalism & Document Specifications

Unless otherwise indicated, all class work must be typed. If an assignment isn't typed, I will not accept it. The larger writing assignments must be submitted in folders on D2L. There will be separate folders for revisions. I do not accept email submissions or attachments. Writing assignments will use Baskerville 12 or Garamond 12 point font with double-spacing and one-inch margins unless otherwise indicated.

For any assignment you turn in for this class, all that's needed at the top of the paper is your name. After your name, provide the title of the document, and then the paper should start.

## Attendance, Late Work Policy, and Expectations

Students are expected to attend every class. However, as detailed in the EIU Undergraduate Catalog, "properly verified absences due to illness, emergency, or participation in an official University activity" are recognized. When an absence is unavoidable, students are responsible for acquiring missed course materials and the information supplied in class (sickness or emergency), submitting an assignment at a time in accordance with the instructor (University activity), or using one of their late assignment opportunities (sickness, emergency, or University activity).

However, lack of planning on your part does not constitute an emergency on my part.

But you have the opportunity to use two extensions in order to submit late assignments of your choosing. If you want an extension to be granted, you must communicate with me about your situation prior to the class the assignment is due. This can be done by an exchange of emails or talking with me in my office. Unless it's an extreme situation, I typically grant an extension of a day or two for assignments.

I do not have an attendance policy that reduces students' overall grades based on absences. But keep in mind that this course is a class in writing, one where students will be actively composing work and collaborating with others, so if excessive absences happen (five or more absences is excessive to me), those days missed are usually reflected in the quality of work produced by a student, and they also affect a student's participation grade.

Although I keep accurate records of your grades and progress, I expect you to keep track of your grades. You should document all your point totals for papers, quizzes, and other assignments throughout the semester to give yourself an idea of your grade in the course. It is your education, and students should take an active role in assessing how they are doing in their courses.

If there is an extreme discrepancy between in-class and out of class work, I reserve the right to base a student's grade on in-class work alone.

## **Two Choices When Submitting Papers and Opportunities for Revision**

When you submit a paper on its due date, you have two choices:

- Option A: You can choose to have your paper get a grade, which waives your opportunity to revise the paper.
- Option B: You can choose to only get feedback about the paper without a grade and revise it for a grade after you receive comments about the paper.

When you submit your paper, you need to indicate which options you've chosen. Just place either "Option A" or "Option B" after your name at the top of the paper.

Students can revise all of the larger writing assignments (if using Option B). Time allotted for revision is usually almost one week from the day they are ready to be passed back in class. I will not grade revisions unless the original graded document is submitted with it. And I expect deep revision, not just surface editing.

## **Students with Disabilities**

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

## **Using the Writing Center**

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m. Consulting sessions last anywhere from 10 to 40 minutes.

## **Email Policy**

I welcome emails if you have questions or concerns about your work in this class. However, I expect you to write emails in a professional manner—not like you are texting a close friend. Emailing in a professional manner will help you with other professors and also give you practice in effective communication.

If you want to send me an email, follow the guidelines below. Emails should:

- Have a clear and concise subject line that provides gist of the email, such “Absent This Friday” or “Question about Revision” or “Availability for a Meeting?”
- Begin with a formal address, such as “Ms. Youssef:” or “Dear Ms. Youssef:”
- Use a respectful tone
- Provide questions or information in an succinct manner
- Use paragraph breaks for reading ease and strong organization
- Be edited and proofread effectively so as not to cause confusion
- Refrain from using abbreviations or “text-prose”
- Close with a short statement followed by a comma and your name, such as “Thanks for your time,” or “Sincerely,” or “Have a good weekend,”

If an email does not follow these guidelines, I will simply reply to the email with this message: “Please resend this email once it’s been revised to fit the standards of a professional email. See my course policy.”

## **Academic Honesty and Plagiarism**

Here is the official statement on plagiarism by the EIU English Department: “Any teacher who discovers an act of plagiarism—“The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s own original work” (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.”

In this class, if a student is found to have plagiarized in a paper, the paper will earn a zero for the assignment, and I will report the occurrence to the EIU Judicial Affairs Office.

Generally, if you have to have a source before your eyes as you write, you need to copy it accurately, put quotation marks around it, and acknowledge your source. If you are paraphrasing information from a source, you need to use an introductory phrase and properly cite what page or paragraph (if it’s online) the information is located.

For further clarification, here is an explanation of plagiarism from that explains this important concept:

### Plagiarism

To present someone else’s work or ideas as one’s own is plagiarism. A student can commit in these ways:

- Copying, word for word, someone else’s writing without putting that passage in quotation marks and identifying the source.
- Taking someone else’s writing, changing some of the words, and not identifying the source;
- Taking someone else’s ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- Having someone else change the student’s writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student’s own work; or
- Purchasing or downloading papers or passages from the Web.

## **A Social Contract of Honesty**

In this class, there is a social contract between the instructor and students that the work submitted will be the students' own documents, not someone else's work. To put it simply, do your own writing.

## **Class Conduct**

Our classroom community demands good manners, careful listening, respect for diverse backgrounds and opinions, and equal time for everyone who wants to share his or her perspective. I expect students to act in a mature and collegial manner. You should come to class having read the material, eager to participate, and ready to write.

### Guidelines to Abide by in Any College Course:

1. Come to class on time and stay the entire period.
2. Bring texts, paper, and writing utensils.
3. When we discuss a reading or writing assignment, have the materials in front of you.
4. When we are doing in-class writing, be prepared to actively brainstorm, draft, and compose your ideas.
5. Have opinions and ideas and support your opinions and ideas with details and examples.
6. Play well with others by respecting others' opinions and being open to them.
7. Actively help your peers in collaborative activities like peer review.
8. When working in a group, stay on assigned tasks.
9. Do not carry on side conversations with other students when the instructor or a student has the floor during class.
10. General rudeness and disrespect is not tolerated.
11. Cell phones need to be turned off and put away.
12. Text messaging is not tolerated.
13. No profanity.
14. No sleeping. If you do, I will ask you to leave.
15. Unless it's an emergency, use the restroom before or after class.

If you have concerns about this list or any other aspect of the class, please arrange to discuss the matter with me during office hours. Similarly, if circumstances arise that will impact your performance in this class, let me know as soon as possible.

## Description of General Grading Criteria

I evaluate assignments in five major areas: audience awareness, organization, supporting evidence and development, style and sentence patterns, and editing skills.

Or another way to think about how I evaluate writing is to consider the IDEAS tool: Interest, Details and Development, Examples and Explanation, Attitude, and Style.

I begin reading each paper with the assumption that it will be acceptable and good (a “C” paper). A **C paper** (70-79) is competent. It exhibits the sort of editorial correctness that would be expected of anyone in college. It has a clear thesis (implicit or explicit) if required, and it is reasonably well organized and developed. However, the paper delivers information that is not particularly surprising, or if it is, it is not supported with persuasive evidence. C papers are typically not as developed as they should be. This type of paper can also exhibit problems with organization that aren’t major problems, but they hinder the rhetorical force of what the writer is expressing. C papers have other shortcomings as well, which invariably deal with stylistic monotony, weaknesses in certain parts of the paper, vague generalities, and so on. The C paper gets the job done, but it lacks the intellectual rigor that invites a rereading.

An **A paper** (90-100) exhibits rich content, solid organization, and coherent delivery. It is well organized so that each sentence and paragraph flows from the other, and it maintains the reader’s interest. It is free of irrelevant details, unexamined assumptions, inappropriate diction, and errors in grammar, usage, or punctuation. Because of its careful organization and development of ideas, the “A” paper imparts a feeling of wholeness and clarity. A reader feels taught by the author.

A **B paper** (80-89) has many of the same qualities of an A paper but has occasional lapses of one kind or another. For the most part, a B paper provides significant support, and it has a logical structure. However, to provide more rhetorical force, a B paper usually needs more development of supporting details or examples, or the writer needs to think about the needs of the reader more deeply.

A **D paper** (60-69) fails to make a clear point, fails to provide enough support or evidence, or falls short of ordinary standards of correctness. D papers usually just “go through the motions” of writing without much thought, as if the writer wrote it in a hurry. A D paper also tends not to have an identifiable thesis or organizing ideas if one is required in the assignment. While organization is present, it is neither clear nor effective.

An **F paper** (0-59) is seriously undeveloped or doesn’t answer the task of the writing assignment. The paper treats its subject superficially and has poor organization while the diction is garbled and/or unclear. Mechanical errors are frequent. The ideas, organization, and style fall below what is acceptable college writing.

A = Outstanding, Excellent; B = Strong; C = Adequate, Acceptable, Good; D = Weak and/or Undeveloped in structure or content; F = Seriously weak and/or Undeveloped in structure or content

## Composition of the Overall Grade

(all assignments and point totals are tentative)

<b>Participation</b>	<b>50</b>	points
Discussion, in-class writing, small group work, informal presentations		
<b>Peer Review /Workshop Grade</b>	<b>30</b>	
10 points available for every Peer Review/Workshop		
3 peer reviews x 10 points		
<b>Quizzes</b>	<b>TBD</b>	
<b>Formal Writing Assignments</b>	<b>500</b>	
Informative Paper	100	
Rhetorical Analysis Paper	100	
Analyze an Ad Paper	100	
Research Paper	100	
I-search Paper	100	
<b>Short Papers</b>	<b>100</b>	
2 short papers x 50 points each		
<b>I-search Presentation</b>	<b>20</b>	
<b>Writing Process</b>	<b>50</b>	
<b>Total</b>	<b>= 750 points + tbd</b>	
Grading Scale for Formal Documents:		
100-92% = A	89-88 = B+	79-78 = C+
91-90 = A-	87-82 = B	77-72 = C
	81-80 = B-	71-70 = C-
69-60 = D		
59 and below = F		
Overall Grading Scale:		
A, B, C, No Credit		
A=90-100%	B=80-89%	C=70-79%
No Credit=69% and below		





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"BUT IF YOU DON'T LEARN TO READ AND WRITE, HOW ARE YOU EVER GOING TO TEXT?"

## ENG 1001 Syllabus Spring 2014

All assignments and due dates are tentative  
W = *Writing: A Guide for College and Beyond* by Faigley  
R = *The Contemporary Reader* by Goshgarian

### Week 1:

M 1/13 Introductions and Introduction to Course Policy and Syllabus  
W 1/15 Write a letter to your future self  
R (1-23)  
F 1/17 R (24-37)  
Introduce Informative Paper

### Week 2:

M 1/20 No class—Martin Luther King Jr.'s birthday  
W 1/22 W (4-17), (160-5)  
In-class brainstorming  
*Comp day*  
F 1/24 **First draft of Informative Paper due on D2L by 11 a.m.**  
Bring one hard copy for peer review

### Week 3:

M 1/27 & T 1/28 Mandatory Conferences  
W 1/29 **Final Informative Paper due on D2L by 11 a.m.**  
In-class reflection on Informative Paper  
Introduce Ad Analysis Paper  
F 1/31 R (37-44)  
Bring a printout of your chosen ad to class

### Week 4:

M 2/3 W (226-7) (243-5)  
W 2/5 *Comp day*  
F 2/7 R "Which One of the Sneakers is me?" (91-5)  
**First draft of Ad Analysis Paper due on D2L by 11 a.m.**

### Week 5:

M 2/10 & T 2/11 Mandatory Conferences  
W 2/12 **Final Ad Analysis Paper due on D2L by 11 a.m.**  
In-class reflection on Ad Analysis Paper  
Introduce Rhetorical Analysis Paper  
F 2/14 No class—Lincoln's birthday. Also, Happy Valentine's day

**Week 6:**

M 2/17 W (222-5), (232-6), (258-63)  
W 2/19 Watch a speech and discuss it rhetorically  
MLA introduction and activity  
F 2/21 *Comp day*  
**First Draft of Rhetorical Analysis Paper due on D2L by midnight.**

**Week 7:**

M 2/24 Mandatory Conferences  
& T 2/25  
W 2/26 **Final Rhetorical Analysis Paper due on D2L by 11 a.m.**  
In-class reflection on Rhetorical Analysis Paper  
Introduce Short Paper#1 (Extended Definition)  
F 2/28 MLA activity on citing a dictionary  
Common errors + Grammar

**Week 8:**

M 3/3 W (660-7)  
W 3/5 *Comp day*  
F 3/7 **Printout of Short Paper#1 (Extended Definition) due in class.**  
Introduce I-Search paper

**Week 9: spring break****Week 10:**

M 3/17 **Printout of I-Search paper abstracts due in class**  
W 3/19 W (668-87)  
F 3/21 *Comp day*  
W (592-601)

**Week 11:**

M 3/24 Peer review on I-Search paper  
W 3/26 Class at the computer lab--Find at least 3 sources and cite them in MLA  
F 3/28 **First Draft of I-Search Paper due on D2L by 11 a.m.**

**Week 12:**

M 3/31 & Mandatory Conferences  
T 4/1  
W 4/2 **Final I-Search Paper due on D2L by 11 a.m.**  
In-class reflection on I-Search paper  
Class discussion on Revision  
Introduce Short Paper#2 (Reflection on Sommers' article)  
F 4/4 *Comp day*

**Week 13:**

M 4/7 **Printout of Short Paper#2 (Reflection on Sommers' article) due in class**  
Introduce Research Paper

W 4/9            W (566-83)  
Class at the computer lab--Find at least 4 sources and cite them in MLA  
F 4/11            Activity on MLA

**Week 14:**

M 4/14            *Comp day*  
W 4/16            **Printout of First Draft of Research Paper due in class**  
Workshop first draft of Research Paper  
F 4/18            Mandatory Conferences

**Week 15:**

M 4/21            Mandatory Conferences  
W 4/23            **Final Research Paper due on D2L by 11 a.m.**  
Introduce presentations  
F 4/25            Informal presentations

**Week 16:**

M 4/28            Presentations on Research Paper (Group 1)  
W 4/30            Presentations on Research Paper (Group 2)  
F 5/2             Evaluations

**Week 17: Finals Week**

Choose ANY of the long papers to revise for a better grade—due by 5 p.m.

